

348
89-90

NEW COURSE PROPOSAL

Part I. Title/Author of Change

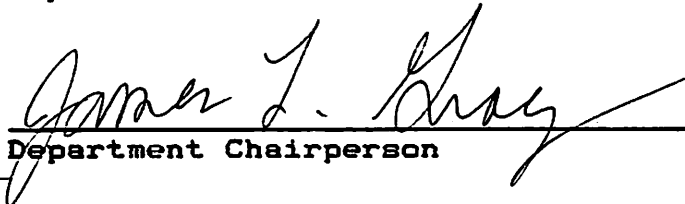
EN 323 Teaching Literature and Reading in the Secondary School

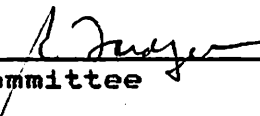
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Part II. Approvals


Department Curriculum Committee


Department Chairperson


College Curriculum Committee


College Dean

Part III. Timetable

EN 323 will be offered for the first time in the Spring, 1991, semester.

EN 323 will be published in the 1990-1991 University catalog.

Part IV. Description of Curriculum Change

- 1) **Catalog Description (see Appendix C for catalog editor's copy)**

EN 323 Teaching Literature and Reading in the Secondary School

Introduces the socio-psycholinguistic nature of reading and the nature of literary response, emphasizing the usefulness of both in teaching English in schools.

Credits: 3

Prerequisites: EN 101, EN 210, EN 202

- 2) **Course Syllabus**

See Appendix A for the course syllabus.

- 3) **Course analysis questionnaire**

See Appendix B for responses to the course analysis questionnaire.

Part V. Letters of Support

Letters of support are omitted because the only affected department is the English department.

Appendix A

Course Syllabus

Teaching Literature and Reading in the Secondary School

EN 323

Course Description:

This course will introduce students to the theory and research on teaching literature and reading in the secondary school. It will review reader-response literary theory and classroom-based research on teaching literature. It will also review socio-psycholinguistic reading theory and classroom-based research on teaching reading. (3 credits; prerequisites: EN 101, EN 210, EN 202)

Texts:

- Berger, Allen, & Robinson, H. Alan. (1982). Secondary school reading: What research reveals for classroom practice. Urbana, IL: National Conference on Research in English.
- Nelms, Ben F. (1988). Literature in the classroom: Readers, texts, and contexts. Urbana, IL: National Council of Teachers of English.
- Probst, Robert E. (1988). Response and analysis: Teaching literature in junior and senior high school. Portsmouth, NH: Boynton/Cook.
- Weaver, Constance. (1988). Reading process and practice: From socio-psycholinguistics to whole language. Portsmouth, NH: Heinemann.

Objectives:

- 1) The student will be able to describe in writing and speech to teacher and peers the nature of:
 - a) the reading process
 - b) learning to read
 - c) reading literature (imaginative and expository)
 - d) literary response
 - e) teaching literature (imaginative and expository)

Evaluation--Teacher and peer evaluation of writing and speech.

- 2) The student will demonstrate a more positive attitude toward teaching reading and literature.

Evaluation--Informal attitude scale "Teaching Reading and Literature" given pre & post-instruction.

- 3) The student will demonstrate a more professional view of herself/himself as a professional English educator.

Evaluation--joining NCTE, IRA, PCTE, WPCTE, or KSRA and/or obtaining catalogues from publishers of books/materials for professional English educators and/or visiting classrooms of effective English teachers and/or mailing paper to journal and/or mailing proposal to conference chair and/or attending conference.

Topics:

I. The nature of reading

- 1) - Characterizing reading and reading instruction
- 2) Language, meaning, and reading
- 3) Words, redundancy and meaning
- 4) The socio-psycholinguistic view of reading

II. Teaching Reading in the English Classroom

- 5) Implementing a whole language approach to reading
- 6) Assessing readers' strengths and determining instructional needs

III. The reading of literature and the teaching of literature

- 7) The reader and the work of literature
- 8) The reader and other readers
- 9) The community of texts and responses
- 10) Reader response and strategies for teaching in the junior high school
- 11) Reader response and strategies for teaching in the senior high school
- 12) Teaching Literature and the Whole Language Classroom
- 13) Assessing responses to literature
- 14) Culture, Gender and reader response
- 15) The literature strand of the English curriculum

Requirements:

Continuing

- 1) Learning Log--students will make entries after each reading and each class. They will meet for one hour per week outside of class to respond to peers. The teacher will respond during weeks 4, 8 and 12.

Mid-Term

- 1) essay examination on topics 1-6.
- 2) 10-12 page publishable/presentable paper (the nature of this paper will be worked out by the student and teacher in individual conferences)

Final

- 3) - essay examination on topics 7-14
- 4) 10-12 page publishable/presentable paper (the nature of this paper will be worked out by the student and teacher in individual conferences)

Course Reading Schedule:

- | | |
|--------|--|
| 1/1 -- | Introduction and Pretest |
| 1/2 -- | Weaver, C.1 (<u>RPP</u>), What are your beliefs about reading?
Petrosky, C.1 (<u>SSR</u>), Reading achievement |
| 2/1 -- | Weaver, C.2 (<u>RPP</u>), How does language mean?
Smith, Carey and Harste, C.2 (<u>SRR</u>), the contexts of reading
Langer, C.3 (<u>SRR</u>), The reading process |
| 2/2 -- | Page, C.4 (<u>SRR</u>), Readers' strategies
Estes, C.6 (<u>SRR</u>), The nature and structure of text |
| 3/1 -- | Weaver, C.3 (<u>RPP</u>), How are words perceived?
Tierney, C.7 (<u>SRR</u>), Learning from text |
| 3/2 -- | Weaver, C.4 (<u>RPP</u>), How does context aid in word identification?
Weaver, C.5 (<u>RPP</u>), Why is the word-identification view of reading inappropriate? |
| 4/1 -- | Weaver, C.6 (<u>RPP</u>), How is a socio-psycholinguistic view of reading relevant to reading instruction? |
| 4/2 -- | Vaughan, C.5 (<u>SRR</u>), Instructional strategies |
| 5/1 -- | Watson & Crowley, C.8 (<u>RPP</u>), How can we implement a whole-language approach? |
| 5/2 -- | Weaver, C.10 (<u>RPP</u>), How can we assess readers? |

- 6/1 -- Mid-Term Examination
- 6/2 -- (Mid-Term Paper Due)
Probst, C.1 (R & A), The reader and the text
- 7/1 -- Probst, C.2 (R & A), The reader and other readers
- 7/2 -- Hansbury, C.8 (LITC), Readers making meaning
- 8/1 -- Marshall, C.4 (LITC), Classroom discourse and literary response
- 8/2 -- Probst, C.3 (R & A), The text and other texts
- 9/1 -- Watson & Davis, C.5 (LITC), Readers and texts
- 9/2-- Knipping & Andre, C.6 (LITC), Responses in a literature-based literacy strategy
- 10/1-- Garber, C.8 (LITC), From response to interpretation
- 10/2-- Butterfield, C.9 (LITC), Seventh graders making meaning
- 11/1-- Quick, C.10 (LITC), Ninth graders making meaning
- 11/2-- Decker Forman, C.11 (LITC), Twelfth graders making meaning
- 12/1-- DeFabio, C.12 (LITC), College-bound seniors making meaning
- 12/2-- Newman (reserve), Literature and whole language
- 13/1-- Galda, C.8 (SRR), Assessment: Responses to literature
- 13/2-- Probst, C.8 (R & A), Evaluation and testing
- 14/1-- Hawley, C.13 (LITC), Literature in multiethnic class
Tway and White, C.14 (LITC), Literature and international understanding
- 14/2-- Probst, C.7 (R & A), The literature curriculum
- 15 -- Final examination and final paper due

Course Bibliography

Alcorn, M. & Bracher, M. (1985). Literature, Psychoanalysis, and the re-formation of the self. PMLA, 98, 342-354.

Applebee, A. N. (1977). Studies in the spectator role: An approach to response to literature. (ERIC ED 149 366)

Discusses Britton's model of uses of language as means to focus and organize studies of response to literature. Then describes specific studies.

Applebee, A. N. (1978). The child's concept of story. Chicago: University of Chicago.

Asher, D. L. (1982). Response to literature: Student questions. (ERIC ED 220 838)

Prior knowledge and information in the text relate to reading comprehension. Criticizes questions shaped by teacher or textbook editors. Encourages students asking their own questions and discovering answers.

Bard, T. B. (1976). Children's response to literature. (ERIC ED 144 034)

Examines factors within children that teachers and researchers feel influence the children's enjoyment of literature. Presents study and suggests types of literature appropriate for children at different ages.

Barnes, D. & Others. (1979). Group talk and literary response. English in Education, 5, (3), 63-76.

Article examines some of the processes by which a group of students work together to create a group response which will be acceptable to all of them, in the course of this bringing their private responses to a sharper focus.

Beach, R. (1972). The literary response of college students while reading and discussing three poems. May be ordered from University Microfilms, No. 73-17, 112.

A study of student response to literature after using a free association assignment, and the influence of each student's own literary theory on response.

Beach, R. (1980). Studying the relationship between prior knowledge and response to literature. English Journal, 69 (9), 93-96.

Briefly describes how students use their prior knowledge of conventions in making inferences about literature. Outlines some techniques that could be employed in conducting descriptive research studies to determine what students do

or do not know and how that difference affects their response to literature.

Beach, R. (1983). Attitudes, social conventions and response to literature. Journal of Research and Development in Education, 16 (3), 47-54.

The impact of high school and college students' prior knowledge of literary and social conventions on their attitudes toward fictional characters is examined. Differences were found in attitudes toward the teaching of literature and in evaluations of a fictional teacher's behavior. A model for research in this area is proposed.

Beach, R. (1985). Discourse conventions and researching response to literary dialogue. In C. Cooper (Ed.), Researching response to literature and the teaching of literature. Norwood, N. J.: Ablex, 1985.

Beach, R. & Appleman, D. (1983). Reading strategies for expository and literary text types In A. Purves and O. Niles (Eds.), 1983 NSSE Yearbook. Chicago: NSSE.

Benton, M. (1984). The methodology vacuum in teaching literature. Language Arts, 61, (3), 265-275/

Benton makes the following distinctions in response: 1. process of responding while reading vs. immediate or considered responses after 2. primary or "natural" responses vs. stated or artificial responses in speech, writing, drawing, etc. 3. what purports to be introspection is, in reality, retrospection. Provides practical suggestions for setting up small scale studies.

Bergstrom, R. F. (1983). Discovery of meaning: Development of formal thought in the teaching of literature. College English, 45 (8), 745-755.

Examines student's difficulties in reading literature and suggests methods for helping them to develop and improve skills necessary for the mature reading of literature.

Black, J. & Seifert, C. (1985). The psychological study of story understanding. In C. Cooper (Ed.), Researching response to Literature and the teaching of literature. Norwood, NJ: Ablex.

Blake, R. W. & Lunn, A. (1984). The process of responding to poetry: High school students read poetry. (ERIC ED 251 852).

Believes a person should create his own response to literature. Views teacher's role as that of demonstrating how to create a personal response to literature. Blake also reports a study intended to determine how students respond to literature personally, subjectively, and emotionally.

Blatt, G. T. & Rosen, L. M. (1984). The writing response to literature. Journal of Reading, 28 (1), 8-12.

Describes a number of ways students can write in response to literature, an approach that forces the students to shape and form their vague responses to the text.

Bleich, D. (1975). Readings and feelings. Urbana, IL: NCTE.

Bleich, D. (1980). The identity of pedagogy and research in the study of response to literature. College English, 42 (4), 350-366.

Shows how subjective knowledge acquires authority. Applies this argument to the making of literary responses in classrooms, thereby allowing both research and pedagogy to emerge from the same procedures of reading.

Bogdan, D. (1984). Pygmalion as pedagogue: Subjectivist bias in the teaching of literature. English Quarterly, 16 (2), 67-75.

Discusses the role of literature in the secondary school English curriculum, then examines the current state of literary criticism and analysis in the classroom. Considers subjective/response teaching and the need to restore literary criticism.

Boswell, B. (1984). Recreating the text: Reflections on the teaching of literature. English Quarterly, 18 (2), 2-15.

Examines what teachers do when they read texts in particular genres, and suggests how to encourage similar behavior in students.

Clifford, J. & Schilb, J. (1985). Composition theory and literary theory. In Perspectives on research and scholarship in composition. New York: MLA.

Cooper, C. A. & Michalak, D. A. (1981). A note on determining response styles in research on response to literature. Research in the Teaching of English, 15 (2), 163-169.

Advocates the retention of essay analysis as the most valid measure for determining an individual's preferred mode of response and argues against the use of the Response Preference Measure and statement analysis.

Cooper, C. R. (1976). Empirical studies of expressed response to literature: Review and Suggestions. Journal of Aesthetic Education, 10 (3.4), 77-93.

Looks at some studies of expressed response after reading and of the process of response while reading. Attempts to demonstrate some current research directions and possibilities in response to literature.

Cooper, C. R. & Petrosky, A. R. (1976). A psycholinguistic view of the fluent reading process. Journal of Reading, 20, 184-207.

Cooper, C. R. (Ed.). (1985). Researching response to literature and the teaching of literature: Points of departure. Norwood, NJ: Ablex.

This volume is a collection of essays which emphasize theories and general methodology for studies of response, as well as means of investigating classroom instruction in literature.

Culler, J. (1981). The pursuit of signs: semiotics, literature, deconstruction. Ithaca, NY: Cornell University.

DeBeaugrande, R. (1984). Writer, reader, critic: Comparing critical theories as discourse. College English, 46 (6), 533-559.

Dillon, G. L. (1978). Language processing and the reading of literature. Bloomington: Indiana University.

Dillon, G. (1982). Styles of reading. Poetics Today, 5, 77-88.

Dixon, J. (1980). Assessment of the language of literary response. Educational Review, 32 (2), 195-203.

The mental activities of reading and responding to literature and the difficulties that occur as students try to produce written accounts of what they have gained are explored, as are the demands made on the student's language when putting into words what s/he has gained through a study of literature.

Doltas, D. (Ed.) & Others. (1979). Fairytales: An interdisciplinary Turco-Danish study of the collective v. the individual nature of response to literature. Report No. 2. (ERIC ED 248 466).

A bibliography with 150 entries on materials on response assessment. The bibliography includes sources on language and meaning, literary criticism, art and interpretation, myth and fairytales, and philosophy and aesthetics.

Donlan, D. (1985). Using the DRA to teach literary comprehension at three response levels. Journal of Reading, 28 (5), 408-415.

Gives three examples of a directed reading activity for a short story. Each DRA is at a different level--personal, structural/formal, and interpretive/critical.

Duke, C. R. (1980). Encouraging student response to literature. Clearing House, 54 (8), 354-358.

Suggests that inappropriate book selections, the book report/test syndrome, and ineffective assignments turn students off to reading. Recommends alternative English classroom techniques (reading groups, oral and dramatic activities, writing and media) to encourage students' enjoyment and appreciation of literature.

Duke, C. R. (1982). Literature and the making of meaning. (ERIC ED 245 233)

Supports employing techniques that encourage students to discover the meaning of a piece of literature for themselves without unnecessary teacher intervention. Suggests recording responses to literature in journals, which may later be used to generate class discussion. Also points to value of oral reading.

Ericson, B. O. (1983). A comparison of response to short stories and textbook selections: A descriptive study of three adolescents' individual and group responses. (ERIC 257 072)

The author describes, compares, and analyzes the oral responses of 3 10th graders to 2 short stories and textbook selections. The subjects were also interviewed about family lives, interest, expectations of fiction, and experience with class and group discussions.

Fish, S. (1980). Is there a text in this class?: The authority of interpretive communities. Cambridge: Harvard University.

Flynn, E. (1983). Composing responses to literary texts: A process approach. College Composition and Communication, 34 (3), 342-348.

Discusses successive drafts of a student's response to a short story, illustrating how an initial personal response to literature can be developed into a critical essay with a specific purpose and audience.

Fokkema, D. W. & Kunne-ibsch, E. (1978). Theories of literature in the Twentieth Century: Structuralism, Marxism, aesthetics of response, semiotics. London: C. Hurst.

Goodman, K. S. (1967). Reading: A psycholinguistic guessing game. Journal of the Reading Specialist, 6, 126-135.

Goodman, K. S. (1986). What's whole in whole language. Portsmouth, NH: Heinemann.

Goodman, Y., Watson, D. J., & Burke, C. L. (1987). Reading miscue inventory: Alternative procedures. New York: Richard C. Owen.

Hansson, G. (1973). Some types of research on response to literature. Research in the Teaching of English, 7 (2), 260-284.

Discusses the definition of response to literature, the kinds of responses English educators are interested in facilitating, and how to measure those responses.

Harste, J. C., Short, C. G., & Burke, C. L. (1987). Reading, writing, reasoning: The authoring cycle at work in the classroom. Portsmouth, NH: Heinemann.

Hickman, J. (1980). Children's response to literature: What happens in the classroom. Language Arts, 57 (5), 524-529.

Shows how ethnographic classroom research contributes to an understanding of children's response to literature, providing opportunities for the study of response in context, for the analysis of unsolicited expressions of response, and for observation of how expressions of response to literature fit into larger developmental patterns.

Mallick, D. (Ed.) & Others. (1980). New essays in the teaching of literature. Proceedings of the 3rd Literature Commission International Conference on the Teaching of English. Sydney, Australia. (ERIC ED 239 250)

This volume is divided into 3 sections, each devoted to various aspects of literature instruction. The first part includes essays on the nature of reading, expressive response to literature, decentering abstractions, and the future of English instruction. Section two presents lengthy pieces on literature response, and student culture in relationship to literacy and media culture. The final section deals with the role of instructors who teach literature and difficulties of literature response.

Pearson, P. D. (gen. ed.). Handbook of reading research. New York: Longman, 1984.

Petrosky, A. R. (1977). Response to literature: Research roundup. English Journal, 66 (7), 96-98.

Reviews research on how students' response to literature is influenced by teachers' questioning patterns and by students' personalities, cultural backgrounds, cognition, and growth and development.

Smith, F. (1986). Understanding reading. Hillsdale, NJ: Erlbaum.

Smith, F. (1988). Joining the literacy club. Portsmouth, NH: Heinemann.

Weaver, C. (1985). Parallels between new paradigms in science and in reading and literary theories. Research in the Teaching of English, 19 (3), 298-316.

Looks to current science as support for Bleich, Holland, and

Rosenblatt.

Zaharias, J. A. & Mertz, M. P. (1983). Identifying and validating the constituents of literary response through modification of the response preference measure. Research in the Teaching of English, 17 (3), 231-241.

Refers to Cooper and Michalak (1981) who say analyzing essays is the only valid way to measure response. Changes Purves Response Preference Measure (20 items) to Likert scale to develop empirical support that questions are indeed divided into 4 factors, as Purves claims. Found that 4 factors were moderately correct descriptions of response, but 7 of 20 items did not factor out into categories similar to Purves.

Appendix B

Course Analysis Questionnaire

Section A: Details of the Course

A1. This course will give English Education majors in depth training in teaching literature and reading, areas that make up at least half of secondary English curriculums. Presently, the English department offers EN 324, Teaching and Evaluating Writing in the Secondary School, as a course intended to give English Education majors in depth training in the teaching of writing. This new course is intended to parallel EN 324, giving majors a two course sequence in their third year that introduces them to the major issues of teaching English--teaching literature and reading and teaching writing. This course is for English Education majors, and it is not intended for inclusion in the liberal studies course list.

A2. This course does not require changes in any other English courses.

A3. This course follows the traditional type of offerings in the English department.

A4. This course has never been offered at IUP.

A5. This course is not a dual level course.

A6. This course may not be taken for variable credit.

A7. Similar courses are offered at:

The Pennsylvania State University

EN 491. Literature for Teachers in Secondary Schools
Studies in problems and objectives; critical analysis of representative readings; exercises in presentation.
Prerequisite Engl 015 or 030

University of Pennsylvania

EN 800. Teaching of Literature and Composition
A course combining literary study with training in teaching. These courses will normally be taken by students in their first semester of teaching. Two different courses are offered each fall.

EN 629. Teaching English/Reading and Language Arts in Middle and Secondary Schools.
Methods for teaching literature, reading, oral and written composition, language and study skills in English classrooms and across the curriculum.

SUNY Buffalo

EDU 416/SED 305. Teaching Reading in Secondary Schools
An analysis of the special problems in reading encountered in the secondary school. Topics to be discussed as they relate

to the secondary school include: the reading process, reading skills, and techniques for assessing developing reading skills. Special emphasis placed on critical reading in the content areas. Required of Secondary Education majors.

University of Georgia

ED 506. Literary Study in the Secondary School (5 hrs.)
A study of literature and teaching methods appropriate for an effective secondary school literature program.

ED 403. Teaching Reading in the Secondary School (5 hrs.)
The development of reading skills needed by students in grades 7-12 for success in school subjects.

A8. The revised Guidelines for Training English Teachers of the National Council of Teachers of English, accepted as the standards for evaluation of undergraduate English Education programs by the National Council for the Accreditation of Teacher Education, call for secondary English teachers to have in depth experiences in the content of this course. Also the Pennsylvania Department of Education recent revision of standards requires in depth experiences in the content of this course. Additionally, national evaluations of the training of teachers (the Carnegie Forum, Spring Hill) recommend the type of content and skills in this course. The content and skills in this course cannot be incorporated into existing courses because that has been our procedure, but because of the intensified recommendations or requirements of the above authorities, we need to do more, necessitating the consolidation of our previous efforts with the addition of still further efforts, all forming into a single required course.

Section B: Interdisciplinary Implications

- B1. This course will be taught by one instructor.
- B2. No additional corollary courses are needed now or in the future.
- B3. There is no relationship between the content of this course and that in courses offered by other departments.
- B4. Students in Continuing Education may take this course as long as they are enrolled in English Education.

Section C: Implementation

- C1. Current English Education resources are adequate to teach this course.
- C2. No resources for this course will be funded by a grant.
- C3. This course will be offered in the Fall semester of each academic year.

- C4. There will be one section of this course.
- C5. Twenty-five students will be accommodated in this course. This number was not determined by any limit of resources.
- C6. No professional organization recommends enrollment limits.
- C7. This course will be required of all English Education majors. This will reduce the number of free electives by one. This course does not necessitate an increase in the 124-credit total.

Appendix C**Catalog Description for Catalog Editor****EN 323 Teaching Literature and Reading in the Secondary School**

Introduces the socio-psycholinguistic nature of reading and the nature of literary response, emphasizing the usefulness of both in the teaching of English in schools.

Credits: 3

Prerequisites: EN 101, EN 210, EN 202